



An Effectiveness Model for the Administration of Student Care and Assistance System based on Buddhadhamma in Secondary Schools under the Office of Bangkok Secondary Education Service Area

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Abstract

The objectives of this research were 1) to study the components affecting the administration of student care and assistance system based on Buddhadhamma in secondary schools under the Office of Bangkok Secondary Education Service Area, 2) to develop the effectiveness model of administration of student care and assistance system based on Buddhadhamma in secondary schools under the Office of Bangkok Secondary Education Service Area, and 3) to propose the effectiveness model for the administration of student care and assistance system based on Buddhadhamma in secondary schools under the Office of Bangkok Secondary Education Service Area. A multiphase mixed methods research was used to combine with quantitative research to expand the qualitative research results, divided into 3 phases: Phase 1-2 using qualitative research, key informants were 4 educational scholars, 10 key informants of monks, school administrators and teachers participating in the project, and the 9 experts of target group in focus group discussion and were selected by purposive sampling. Data was analyzed by using analytic induction. Phase 3 used quantitative research, a sample of 550 people was obtained by two-stage random sampling. Data were analyzed by descriptive statistics and research hypothesis was tested by checking the validity of the structural equation model using the LISREL program. Results were shown as follows: 1. Components of the effectiveness model for the administration of student care and assistance system based on Buddhadhamma in secondary schools under the Office of Bangkok Secondary Education Service Area consisted of 5 components: 1) school administration, 2) student care and assistance system process, 3) parent participation the roles of those involved in the student care and support assistance system; 4) Brahmavihāra IV, and 5) the effectiveness of the student care and assistance system. 2. The effectiveness model for the administration of student care and assistance system based on Buddhadhamma in secondary schools under the Office of Bangkok Secondary Education Service Area consisted of 3 exogenous latent variables: 1) school administration, there were 4 observed variables, namely 1) academic administration, 2) budget management, 3) personnel administration, and 4) General administration. 2) The process of the student assistance system 5 observed variables namely 1) knowing each student as an individual, 2) screening, 3) promotion and development, 4) prevention, assistance and correction, and 5) referral, and 3) roles of those involved in the student assistance system. There were 5 observed variables namely 1) management of school administrators, 2) performance of duties of advisors/class teachers, 3) students' cooperation, 4) student cooperation, support and consultation of the basic education committee, and 5) support for cooperation of parents/parent networks. There were 2 endogenous latent variables, namely 1) Brahmavihāra IV, that can be observed within 4 variables, namely 1) Metta, 2) Karuna, 3) Mudita, and 4) Upekkha. 2) The effectiveness of the student assistance system, 5 observed variables were 1) quality of learners, 2) awareness and appreciation of teachers, 3) drive of administrators' work systems, 4) parents' involvement with schools, and 5) performance of school. 3. The effectiveness model for the administration of student care and assistance system based on Buddhadhamma in secondary schools under the Office of Bangkok Secondary Education Service Area was consistent with empirical data (Chi-square = 215.76, df= 187, p= .07339, GFI=.976, AGFI=.946, RMR=.017), able to explain the variance in the effectiveness of student care and assistance system with 9.10 percent. It

showed that the administration of educational institutions process of the student assistance system, parent involvement, the role of stakeholders in the student assistance system, and Brahmavihāra IV can promote the effectiveness of the student assistance system, and Brahmavihāra IV was the mediator in the effectiveness model for the administration of student care and assistance system based on Buddhadhamma in secondary schools under the Office of Bangkok Secondary Education Service Area.

Keywords: Effectiveness Model, Student Care and Assistance System, Buddhadhamma

1. INTRODUCTION

The 20-year National Strategy (2018-2037) is the first national strategy of Thailand according to the Constitution of the kingdom of Thailand. National Strategy for Human Resource Development and Empowerment has important development goals to develop people in all dimensions and at all ages to be good, talented and quality people and have good health in all ages, have a public mind, be responsible to society and others, be thrifty, be generous, be disciplined, maintain morality, and be a good citizen of the nation, have the right principles, have the necessary skills for the 21st century, have communication skills in English and a third language, and preserve the local language, have a habit of learning and self-improvement continuously throughout life to become a highly skilled Thai, an innovator, thinker, entrepreneur, modern farmer, etc., with a livelihood according to their own aptitude. [1]

National Education Act B.E. 2542 (and amendments 2545, 2553) with purpose and principles to develop Thai people to be perfect human beings in terms of body, mind, intellect, knowledge and morality, with ethics and a culture of living able to live happily with people. [2] Life skills is a process that allows human beings to perform their duties appropriately according to the environment they live in. Life skills have therefore been used to solve various social problems, especially problems that directly affect the development of youth's quality of life, such as drug problems, AIDS problem. Current social conditions have changed rapidly. As a result of these changes, social, economic and cultural problems have entered Thai society causing an impact on school-age youth especially about the behavior and desirable characteristics of children life safety. The drug problem is a threat to children and youth. Therefore, it is necessary to have a guide, give advice, give love, trust and understanding to all children in order to hope that youth grow up with quality and being a good person with good behavior in a safe and happy society. [3]

Current education management, most of the students are teenagers, because it is an age with high mood swings emotional maturity is not complete. There is confusion about one's role in society, lack of skills and experience in coping with problems, anxiety about body changes and confusion in how to behave with friends. [4] Therefore, there are inappropriate behaviors and expressions such as improper dressing, rebellious without respect, absent-minded, introverted, lethargic, speaking aggressively, disrespectfully, arguing loudly, fussing [5] which is consistent with Sucha Chan-Em who has studied the behavior of Thai adolescents and found that behaviors that are contrary to society in Thai children in general are petty theft lying, running away from school, rebelliousness, disobeying school regulations, such as drinking, smoking, getting into fights or getting into fights bullying young children or girls stealing father's money mother or guardian. These problems if not prevented and corrected appropriately may cause serious problems in the future [6] according to the statistical report of the Department of Mental Health, it was found that the problems of youth in school, 30 percent of students are at risk of having mental health problems manifested in various ways such as emotional problems, depressed, frustrated, and seeking a way out by suicide [7]. In addition, only 1 in 10 young people are helped to understand their own problems and to use their potential to solve problems. [8] Schools have a large number of students who are directly and indirectly affected by such problems to survey general information about students Student information found to have many problems, such as family problems Parents divorced, separated, economic problems. Parents in other provinces, students must live with relatives or live alone. This situation made the students mentally lonely, feeling a lack of warmth have an impact on learning come to school unhappy no concentration in studying. They sometimes wake up late and make it late for school. Some people miss school, run away from school, have poor grades. These students, if they are influenced in a bad way such as substance abuse or go on a trip in a mixed manner, it may be easy to follow from such problems. Schools must try to find ways to help and prevent problems for student's happy study achieve academic achievement.

Student care system means the process of caring for students in a systematic, step-by-step manner, with teachers and advisors as the main personnel in the operation with the participation of all personnel involved. Both inside and outside educational institutions, including school committees, parents, communities, administrators and teachers, all have clear methods and tools. There are quality standards. [9] The Office of the Basic Education Commission has a policy for secondary schools under the jurisdiction of the Secondary Education Service Area Office, it is managed in conjunction with the student assistance system. This is a step-by-step process for taking care of students with clear working methods and tools. There are teacher advisors as

the main personnel in the operation. Therefore, in order to comply with the current problem Therefore, it is necessary to establish effective administration of the student assistance system.

From the background and importance of such problems, therefore, the researcher is interested in studying the effectiveness model of the administration of the Buddhist-based student care and assistance system in secondary schools under the Office of Secondary Education Service Area, Bangkok to gain knowledge from integrating Buddhist principles to help students gain immunity have learning skills to live right appropriate in the society of the 21st century.

2. RESEARCH OBJECTIVES

The objectives of this research were 1) to study the components affecting the administration of student care and assistance system based on Buddhadhamma in secondary schools under the Office of Bangkok Secondary Education Service Area, 2) to develop the effectiveness model of administration of student care and assistance system based on Buddhadhamma in secondary schools under the Office of Bangkok Secondary Education Service Area, and 3) to propose the effectiveness model for the administration of student care and assistance system based on Buddhadhamma in secondary schools under the Office of Bangkok Secondary Education Service Area.

3. RESEARCH METHOD

A multiphase mixed methods research was used to combine with quantitative research to expand the qualitative research results, divided into 3 phases: Phase 1-2 using qualitative research, key informants were 4 educational scholars, 10 key informants of monks, school administrators and teachers participating in the project, and the 9 experts of target group in focus group discussion and were selected by purposive sampling. Data was analyzed by using analytic induction. Phase 3 used quantitative research, a sample of 550 people was obtained by two-stage random sampling. Data were analyzed by descriptive statistics and research hypothesis was tested by checking the validity of the structural equation model using the LISREL program.

4. RESEARCH RESULTS

Research results were shown as follows:

1. Components of the effectiveness model for the administration of student care and assistance system based on Buddhadhamma in secondary schools under the Office of Bangkok Secondary Education Service Area consisted of 5 components: 1) school administration, 2) student care and assistance system process, 3) parent participation the roles of those involved in the student care and support assistance system; 4) Brahmavihāra IV, and 5) the effectiveness of the student care and assistance system.

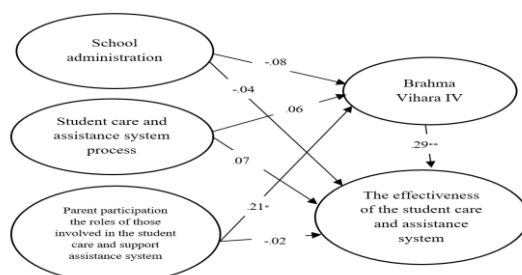
2. The effectiveness model for the administration of student care and assistance system based on Buddhadhamma in secondary schools under the Office of Bangkok Secondary Education Service Area consisted of 3 exogenous latent variables: 1) school administration, there were 4 observed variables, namely 1) academic administration, 2) budget management, 3) personnel administration, and 4) General administration. 2) The process of the student assistance system 5 observed variables namely 1) knowing each student as an individual, 2) screening, 3) promotion and development, 4) prevention, assistance and correction, and 5) referral, and 3) roles of those involved in the student assistance system. There were 5 observed variables namely 1) management of school administrators, 2) performance of duties of advisors/class teachers, 3) students' cooperation, 4) student cooperation, support and consultation of the basic education committee, and 5) support for cooperation of parents/parent networks. There were 2 endogenous latent variables, namely 1) Brahmavihāra IV, that can be observed within 4 variables, namely 1) Metta, 2) Karuna, 3) Mudita, and 4) Upekkha. 2) The effectiveness of the student assistance system, 5 observed variables were 1) quality of learners, 2) awareness and appreciation of teachers, 3) drive of administrators' work systems, 4) parents' involvement with schools, and 5) performance of school.

3. The effectiveness model for the administration of student care and assistance system based on Buddhadhamma in secondary schools under the Office of Bangkok Secondary Education Service Area was consistent with empirical data (Chi-square = 215.76, df= 187, p=.07339, GFI=.976, AGFI=.946, RMR=.017), able to explain the variance in the effectiveness of student care and assistance system with 9.10 percent. It showed that the administration of educational institutions process of the student assistance system, parent involvement, the role of stakeholders in the student assistance system, and Brahmavihāra IV can promote the effectiveness of the student assistance system, and Brahmavihāra IV was the mediator in the effectiveness model for the administration of student care and assistance system based on Buddhadhamma in secondary schools under the Office of Bangkok Secondary Education Service Area.

Table 1 Statistical values of the correlation analysis between latent variables and the influence analysis of the effectiveness model for the administration of student care and assistance system based on Buddhhadhamma in secondary schools under the Office of Bangkok Secondary Education Service Area.

| Variables | DHAM | | | EFFECT | | |
|--|---|----------|-----------------|------------------|-----------------|------------------|
| | TE | IE | DE | TE | IE | DE |
| MANAGE | -.081 (.054) | - | -.081 (.054) | -.059 (.052) | -.023 (.016) | -.036 (.049) |
| PROCESS | .065 (.060) | - | .065 (.060) | .084 (.057) | .019 (.017) | .065 (.054) |
| PARENT | .202* (.083) | - | .202* (.083) | .041 (.058) | .058* (.026) | -.017 (.058) |
| DHAM | - | - | - | .087** (.094) | - | .087** (.094) |
| Statistics | Chi-Square = 215.76, df = 187, p = .173, GFI = .967, AGFI = .951, RMR = .0368 | | | | | |
| Variable | DHAM1 | DHAM2 | DHAM3 | DHAM4 | EFFECT1 | EFFECT2 |
| Reliability | 0.038 | 0.137 | 0.926 | 0.169 | 0.144 | 0.933 |
| Variable | EFFECT3 | EFFECT4 | EFFECT5 | MANAGE1 | MANAGE2 | MANAGE3 |
| Reliability | 0.221 | 0.043 | 0.023 | 0.159 | 0.174 | 0.460 |
| Variable | MANAGE4 | PROCESS1 | PROCESS2 | PROCESS3 | PROCESS4 | PROCESS5 |
| Reliability | 0.419 | 0.103 | 0.016 | 0.069 | 0.250 | 0.697 |
| Variable | PARENT1 | PARENT2 | PARENT3 | PARENT4 | PARENT5 | |
| Reliability | 0.513 | 0.453 | 0.377 | 0.130 | 0.046 | |
| Squared Multiple Correlations for Structural Equations | | | | | | |
| R SQUARE | DHAM | | EFFECT | | | |
| | 0.057 | 0.091 | | | | |
| Correlation matrix between latent variables | | | | | | |
| Latent variable | DHAM | EFFECT | MANAGE | PROCESS | PARENT | |
| DHAM | 1.000 | | | | | |
| EFFECT | .294 | 1.000 | | | | |
| MANAGE | .045 | .044 | 1.000 | | | |
| PROCESS | .144 | .095 | .107 | 1.000 | | |
| PARENT | .219 | .069 | .143 | .433 | 1.000 | |

Remark: The number in the parentheses is the standard error, **p < .01
TE = Total Effect, IE = Indirect Effect, DE = Direct Effect



Chi-Square = 215.76, df = 187, p-value = 0.07339, RMSEA = 0.017

Figure 1 The effectiveness model for the administration of student care and assistance system based on Buddhhadhamma in secondary schools under the Office of Bangkok Secondary Education Service Area.

5. DISCUSSIONS

1. To study the constituent factors affecting the administration of student assistance systems in secondary schools under the Office of Bangkok Secondary Education Service Area.

From the study of relevant documents and research and in-depth interviews, key informants are educational scholars, 4 persons, monks, school administrators and teachers participating in the project, 10 persons, it was found that there were components of modeling the effectiveness of the administration of the student care and assistance system according to Buddhist principles in secondary schools under the Bangkok Secondary Educational Service Area Office, there are 5 components: 1) school administration 2) Student care and assistance system process 3) Parent participation the roles of those involved in the student care and assistance system; 4) Brahmavihāra IV Principles; and 5) The effectiveness of the student care and assistance system corresponds in part with Wisut Wichitphatcharaporn has conducted research on “The Development of a Decentralized Education Management Model in Educational Institutions Basic according to The Guidelines of the National Education Act, 1999”. The study found that the dimension of educational institution administration is academic administration, budget management, personnel management and general administration, part 3, Operational strategies and success conditions [10] partially in line with Aram Suadej’s research on “A Manual for the Implementation of Processes in The Student Supervision System, Wat Chang Phueak School”. The objective is to develop and evaluate a manual on the implementation of processes in the student assistance system. Wat Chang Phueak School. Teachers can use it as a manual for teachers in operating the student assistance system and administrators. It has been implemented as a study process. The results can be summarized as follows: The content is divided into 6 steps: 1) knowing students individually 2) student screening 3) preventing and solving problems 4) student development promotion 5) referral 6) reassessment 2) assessment of the manual found that the correctness in terms of content, language, and application procedures were appropriate at the highest level [11] in part with Chakri Phosamut studying problems in the implementation of the care and assistance system for secondary school students under the Office of Sa Kaeo Educational Service Area, Region 2. The results of the research found that the problems in the implementation of the student care and assistance system of the school advisors. Under the Sa Kaeo Educational Service Area Office, Region 2 overall and each aspect were at a high level when considering side by side ranked average from the top 3 to the least, namely prevention and problem-solving students in terms of promoting students and referring students respectively. Problems in implementing the student assistance system of school advisors under the Sa Kaeo Educational Service Area Office, Region 2, classified by school type the overall and individual differences were not statistically significant. [12]

2. The model development of the effectiveness of student care and assistance system administration according to Buddhist principles in secondary schools under the Office of Bangkok Secondary Education Service Area.

From a group discussion of 9 experts, it was found that there were 5 latent variables:

1. School administration; there are 4 variables that can be observed. 2. The process of the student assistance system. There were 5 observed variables. 3. Parent participation. The role of stakeholders in the student assistance system. There were 5 observable variables, 4. Brahmavihāra IV principles, 4 observable variables, and 5. The effectiveness of the student assistance system, totaling 5 latent variables, 23 observable variables. The composition is as follows. Component 1: Educational institution Administration consists of 1) Academic administration, 2) Budget management, 3) Personnel administration, and 4) General administration. The second component of the process of the student care and assistance system consists of 1) knowing students individually, 2) screening, 3) promotion and development, 4) prevention, assistance and correction, and 5) referral, co-parent, the roles of those involved in the student care and assistance system consisted of: 1) the management of school administrators 2) the performance of duties of the advisor/class teacher 3) student cooperation 4) counseling support of the basic education committee, and 5) support for cooperation of parents/parent networks. The 4th component is the Brahmavihāra IV principles, consisting of: 1) loving-kindness or benevolence (Mettā), 2) compassion (Karuṇā), 3) empathetic joy (Muditā), and 4) equanimity (Upekkhā), and the 5th component, the effectiveness of the student assistance system; 1) learner quality 2) teacher awareness and importance 3) the driving of the administrator’s work system 4) the participation of parents with the school and 5) the performance of the school, partially in agreement with Anthiravadi, factors affecting the operation of the student assistance system, Schools under the Secondary Educational Service Area Office, Region 2. The results of the analysis of factors affecting the operation of the student care and assistance system in schools under the Secondary Educational Service Area Office, Region 2, Bangkok was found that when taking the factors of executive vision (AV), executive behavior (AB), teacher performance (TW), teacher knowledge and ability (TK), students' self-awareness and self-reliance (SS) and physical health and mental

health of students (SH) into the regression equation will get a regression coefficient equal to .85 (R=.85) and a predictive coefficient of 73% (R²=.73) [13]

3. Model presentation of the effectiveness of student care and assistance system administration according to Buddhist principles in secondary schools under the Office of Bangkok Secondary Education Service Area.

The results of the basic statistical analysis revealed that the effectiveness model of the administration of the student care and assistance system according to Buddhist principles in secondary schools under the Office of Bangkok Secondary Education Service Area fit with empirical data, able to explain the variance in the effectiveness of the student assistance system at 87.40 % indicating that school administration process of the student assistance system Parent involvement The role of stakeholders in the student assistance system and the Brahmavihāra IV principles can promote the effectiveness of the student care system. with the Brahmavihāra IV principles were a transmission variable in the administration effectiveness model of the Buddhist-based student care and assistance system in secondary schools under the Office of Secondary Educational Service Area, Bangkok, “The Development of a Linear Structural Relationship Model of Factors Influencing the Effectiveness of Student Care and Assistance systems in Basic Education Institutions”. The research results can be summarized as follows: 1) The linear structural relationship model of factors influencing the effectiveness of the student care and assistance system in basic education institutions that the researcher created and developed from the concept theory and case studies. It consists of 4 latent variables classified as 1 latent external variable, which is change leadership and 3 internal latent variables: create a learning organization build partnerships with the community, 2) The linear structural relationship model of factors influencing the effectiveness of the student care and assistance system in basic education institutions. They are consistent with the empirical data (Chi-square =55.65, df =41, p-value = 0.063, $\chi^2/df=1.357$, GFI =0.957, AGFI =0.904, SRMR = 0.035, RMSEA =0.043 and CN=211.720) the effectiveness of the student assistance system. directly influenced by factors Creating a learning organization was 0.33, the factor creating cooperation with the community had a direct influence, equal to 0.21, and the change leadership factor had a direct influence, equal to 0.24, indirectly influenced by passing on factors Create a learning organization and factors that create cooperation with the community has an influence value of 0.40 and a total influence value of 0.64, with a forecast coefficient (R²) of 0.50 representing the reliability ratio in the effectiveness variables of the student assistance system That can be explained by the transformational leadership factor. Create a learning organization and create cooperation with the community at 50 percent. [14]

6. KNOWLEDGE FROM RESEARCH

Knowledge from this research It is a body of knowledge gained from research on the effectiveness model for the administration of student care and assistance system based on Buddhadhamma in secondary schools under the Office of Bangkok Secondary Education Service Area. The researcher can be summarized as the “LCSE Model” as follows:

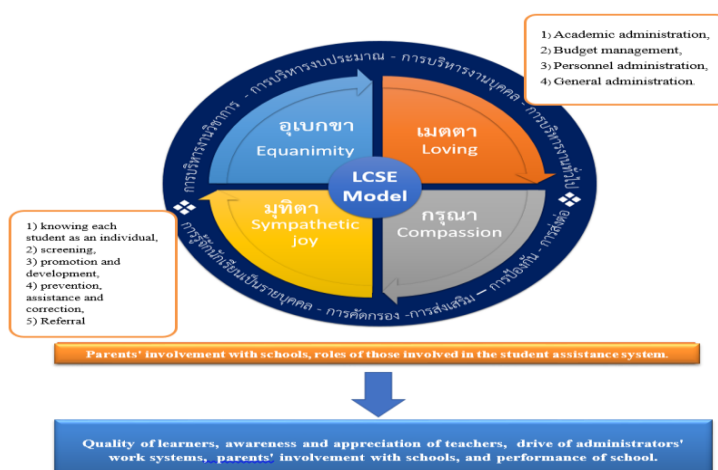


Figure 2 Knowledge from Research “LCSE Model”
Source: Thanakon Jantapan (2022)

The LCSE Model consisted of:

1. Loving means the administration of educational institutions and procedures for administering the student assistance system kindly combined with the involvement of relevant actors in the work of the student assistance system to lead to the effectiveness of the student assistance system.

2. Compassion means educational institution administration and procedures for administering the student assistance system kindly combined with the involvement of relevant actors in the work of the student assistance system to lead to the effectiveness of the student assistance system.

3. Sympathetic joy means educational institution administration and the process of administering the student care and assistance system with compassion, combined with the participation of those involved in the student care and assistance system work to lead to the effectiveness of the student assistance system.

4. Equanimity means educational institution administration and the process of administering the student assistance system with equanimity combined with the participation of those involved in the student care assistance system work to lead to the effectiveness of the student assistance system.

7. RECOMMENDATIONS

A. Recommendation for Policy

1. Ministry of Education especially the Office of the Basic Education Commission. The research results of the model of the effectiveness of the administration of the student care and assistance system according to Buddhist principles in secondary schools should be used under the Office of Secondary Education Service Area, Bangkok to develop applications in secondary schools across the country. This will be beneficial overall to improving the education of students who are in a crisis of change right now.

2. Ministry of Education; the research results of the model of the effectiveness of the administration of the student care and assistance system according to Buddhist principles in secondary schools should be used under the Office of Secondary Education Service Area, Bangkok as well as other relevant research to develop an effective management model to achieve the purpose of education.

B. Recommendations for Practices

1. The school should form a system for administration, care and support for students to cover all aspects and dimensions.

2. The school should create understanding and awareness for all parties to see the importance of looking after and helping students.

3. Schools should provide training to develop personnel to become professional teachers or modern government teachers' pay attention to the work of taking care of helping students.

C. Recommendations for Further Research

1. The factors expected to be related to the effectiveness model of the administration of the student care and assistance system according to Buddhist principles in secondary schools should be studied. Under the Office of Secondary Education Service Area, Bangkok Others More

2. Should study other transmission variables In addition to the Brahmavihāra IV principles that are expected to further influence the effectiveness of the student assistance system.

3. The area of study scope should be expanded included elementary school and expanding throughout the country.

8. CONCLUSION

This research study about the effectiveness model for the administration of student care and assistance system based on Buddhhadhamma in secondary schools under the Office of Bangkok Secondary Education Service Area. Results were shown that components of the effectiveness model for the administration of student care and assistance system based on Buddhhadhamma in secondary schools under the Office of Bangkok Secondary Education Service Area consisted of 5 components: 1) school administration, 2) student care and assistance system process, 3) parent participation the roles of those involved in the student care and support assistance system; 4) Brahmavihāra IV, and 5) the effectiveness of the student care and assistance system. The effectiveness model consisted of 3 exogenous latent variables: 1) school administration, there were 4 observed variables, namely 1) academic administration, 2) budget management, 3) personnel administration, and 4) General administration. 2) The process of the student assistance system 5 observed variables namely 1) knowing each student as an individual, 2) screening, 3) promotion and development, 4) prevention, assistance and correction, and 5) referral, and 3) roles of those involved in the student assistance system. There were 5 observed variables namely 1) management of school administrators, 2) performance of duties of advisors/class

teachers, 3) students' cooperation, 4) student cooperation, support and consultation of the basic education committee, and 5) support for cooperation of parents/parent networks. There were 2 endogenous latent variables, namely 1) Brahmavihāra IV, that can be observed within 4 variables, namely 1) Metta, 2) Karuna, 3) Mudita, and 4) Upekkha. 2) The effectiveness of the student assistance system, 5 observed variables were 1) quality of learners, 2) awareness and appreciation of teachers, 3) drive of administrators' work systems, 4) parents' involvement with schools, and 5) performance of school. The developed model fit with empirical data. It showed that the administration of educational institutions process of the student assistance system, parent involvement, the role of stakeholders in the student assistance system, and Brahmavihāra IV can promote the effectiveness of the student assistance system, and Brahmavihāra IV was the mediator in the model.

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